# **Improvement Strategies**

# Idaho SSIP 2015-2020 Logic Model

# **INPUTS**



Occurring simultaneously to cohorts' instructional staff and LEA Coach in 3-Year PD Cycle

# **OUTPUTS**



# **OUTCOMES**

#### Resources

What We Invest

## Project Staff (ISDE):

- Director of Special Education
- RDA Coordinator
- SPDG Project Director

#### Partners:

- Idaho SPDG
- Cohort school Principals

#### **Collaborative Partners:**

- -RESET Project, Boise State University
- -Idaho Commission on

Libraries

- -ISDE Literacy Coordinator
- -ISDE Title I Coordinator
- -Idaho Coaching Network

### **Funding**

**Equipment & Materials** 

**Technology & Software** 

#### **Activities**

What We Do

Establish a high-functioning **State** 

Team to develop, implement, and

Process to identify and align state-

level resources and networks to

support inclusiveness of students

Develop Authentic Engagement

communicate with stakeholders

districts for system alignment and

support; develop multi-year plan

Identify PD needs for continuous

improvement in reading for SWD

through Direct Explicit Instruction

and Instructional Coaching;

develop multi-year plan for

Develop **Evaluation Plan** and

Evaluation Plan User Guide to

support state activities

Coaching

Process to identify utilize and

Identify **TA needs** in cohort

Create Resource Alignment

evaluate the SSIP

with disabilities

# Outputs

Evidence We Did It

### **Process Outputs:**

- Leadership Team
   Functioning Survey
   results
- SIMR (SSIP and SPDG) joint Logic Model, evaluation matrix and planning
- Meeting results (frequencies, minutes, # participants, % satisfaction)
- TA results

## Sustainability Outputs:

#### Creation of:

- SSIP Implementation Guide
- Survey User Guide
- Resource Alignment Guide
- TA and PD Implementation Guide
- Evaluation Plan User Guide

#### **Short Term**

What We Achieve: Learning for Increased Capacity

## **Medium Term**

What We Achieve: Actions for Sustainability

## **Long Term**

What We Achieve:
Conditions

Increased state team functioning for improvement implementation and evaluation of the SSIP

Increased alignment of state level resources

Improved development of Authentic Engagement Guide

Increased alignment of SSIP and SPDG

Improved TA identification and delivery to cohort

Improvement identification of PD needs and increased PD plan development

Increased implementation of Evaluation Plan

Sustained Statelevel infrastructure that results in aligned resources, networks, and professional development to support the inclusiveness of students with disabilities Increased percent of students with disabilities in cohort LEAs that show growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced. (Idaho SiMR)

# **SIMR LOGIC MODEL MAY 2017**

Inputs	Activities	Participants	Short Term Outcomes	Medium Term Outcomes	Long Term Outcome
SSIP State	<ul> <li>Establish high-functioning State         Team to develop, implement and         evaluate the SSIP Identify and align         state resources</li> <li>Create Resource alignment process         and align state-level resources and         networks</li> <li>Develop Authentic Engagement         Process to identify, utilize and         communicate with stakeholders.</li> <li>Identify TA needs in cohort districts         for system alignment and develop         plan</li> </ul>	RDA Coordinator	State team functioning     Alignment of state-level resources     Authentic     Engagement Guide     Alignment of SSIP and SPDG     TA identification and delivery     PD needs identification and plan development  State-lev infrastruct that resu aligned resource networks profession development.	Sustained State-level infrastructure that results in aligned resources, networks and professional development to support the inclusiveness	SiMR: Increase the percent of students
<ul> <li>National SSIP TA*</li> <li>SDPG Funds</li> </ul>	<ul> <li>Identify PD needs; develop multi- year plan.</li> <li>Develop evaluation plan and Evaluation Plan User Guide o support state activities</li> </ul>	SSIP Leads		of students with disabilities.	
<ul> <li>Project Staff</li> <li>Partnerships</li> <li>Equipment and</li> </ul>	<ul> <li>Deliver skill-based and application-based training on direct explicit instruction (DEI) for teaching reading.</li> <li>Provide coaching supports on DEI practices</li> <li>Conduct virtual collaborative on DEI</li> </ul>	LEA Coaches Instructional Staff Principals	Increased knowledge of:  • Direct explicit instruction Core components for implementing DEI	Increased capacity to implement and sustain with fidelity DEI for teaching reading	show growth in literacy from 3 <sup>rd</sup> to 4 <sup>th</sup> grade on the state
Materials  Technology and software  Teachet/School Cohorts	<ul> <li>Deliver skill-based and application based training on instructional coaching for DEI</li> <li>Provide coaching supports on instruction coaching practices</li> <li>Conduct virtual collaboratives in instruction coaching</li> </ul>	LEA Coaches Principals	Increased knowledge of: • Instructional coaching to support DEI • Core components for implementing instruction coaching	Increased capacity to implement and sustain with fidelity Instruction Coaching to support DEI practices	summative assessment currently ISAT by Smarter Balanced.
	<ul> <li>Provide training and online resources on at-home reading strategies</li> </ul>	Families	Increased knowledge/of at-home reading strategies	Increased application of at-home reading strategies	